

## Onsite Document Review Checklist for School Districts 2006-07 Comprehensive Site Visits

Please have documents pertaining to the following items available for review in the site visit team workroom during the comprehensive site visit. To assist the team, consider coding folders and/or documents with the numbers/letters that appear below (e.g., 1a and 1b) in any way that is efficient for the school district.

### 281—IAC Chapter 12: General Accreditation

1. Attendance center, program, and course enrollment data by race, national origin, gender, and disability demonstrating the following: 281—IAC 12.1(1)
  - \_\_\_\_\_ a. Evidence of annual review of attendance center and course enrollment data disaggregated by gender, racial/ethnic background, and disability.  
**Note: Evidence could include BEDS data or data printed from the district's student data management system regarding each disaggregated category. The district is also asked to provide a written description of how these data are used, with what frequency, by whom, and for what purposes.**
  - \_\_\_\_\_ b. Evidence that equal opportunity in programs is provided to all students regardless of race, color, national origin, gender, disability, religion, or creed.  
**Note: This evidence could include items such as policies, grievance procedure, and a summary of activities conducted by the district's equity coordinator.**
2. Board policy manual provides evidence of the following content: 281—IAC 12.3(2)
  - \_\_\_\_\_ a. A codification of policies, including the adoption date, the review date, and any revision date for each policy.
  - \_\_\_\_\_ b. Evidence that policies are reviewed at least every five years.

**Note: For the items below, please record the district's policy number for each of the required content items and share this information with the site visit team leader when he/she arrives for the visit. It is not necessary to have a separate board policy for each of the required content items. It is possible that one board policy may address more than one content item requirement.**
3. Policies have been adopted that address the following content:
  - \_\_\_\_\_ a. Accessibility and confidentiality of student records in compliance with *FERPA*, *Iowa Code Chapter 22* and 281—IAC 12.3(4)
  - \_\_\_\_\_ b. Graduation requirements 281—IAC 12.3(5)
  - \_\_\_\_\_ c. Early graduation 281—IAC 12.3(5)
  - \_\_\_\_\_ d. Student responsibility and discipline, including:
    - \_\_\_\_\_ 1. attendance 281—IAC 12.3(6)
    - \_\_\_\_\_ 2. use of tobacco 281—IAC 12.3(6)
    - \_\_\_\_\_ 3. use or possession of alcoholic beverages or any controlled substances 281—IAC 12.3(6), and *Title IV-A, NCLBA Sec. 4114(d)(7)(A)*
    - \_\_\_\_\_ 4. harassment of or by students and staff 281—IAC 12.3(6), *Title IX, Section 106.31*, and *Code of Iowa, Chapter 729A.1* (student/student, student/staff, staff/student, and staff/staff)
    - \_\_\_\_\_ 5. violent, destructive, and seriously disruptive behavior 281—IAC 12.3(6) and *Title IV-A, NCLBA Sec. 4114(d)(7)(A)*
    - \_\_\_\_\_ 6. suspension, expulsion, emergency removal, and physical restraint 281—IAC 12.3(6)

- \_\_\_\_\_ 7. weapons 281—IAC 12.3(6), Iowa Code 280.17B and 280.21B, and Title IV-A NCLBA Sec. 4114(d)(7)(A)
- \_\_\_\_\_ 8. out-of-school behavior 281—IAC 12.3(6)
- \_\_\_\_\_ 9. participation in extracurricular activities 281—IAC 12.3(6)
- \_\_\_\_\_ 10. academic progress 281—IAC 12.3(6)
- \_\_\_\_\_ 11. citizenship 281—IAC 12.3(6)

**Note: The student responsibility and discipline policies required under this section shall ensure due process rights for students and parents.**

- \_\_\_\_\_ e. Policies designed to recruit, retain, and utilize staff at both the elementary and secondary level 281—IAC 12.4(5) and 281—IAC 12.4(6)
- \_\_\_\_\_ f. Policy to ensure that students are free from discriminatory practices in the educational program (MC/GF policy) 281—IAC 12.5(8)
- \_\_\_\_\_ g. Conducting ongoing and long-range needs assessment processes, including
  - \_\_\_\_\_ 1. Provisions for keeping the local community regularly informed on progress toward state and locally determined indicators 281—IAC 12.8(1)(b)(1)
  - \_\_\_\_\_ 2. Methods used to inform K-3 parents biannually of their child's performance 281—IAC 12.8(1)(b)(1)
  - \_\_\_\_\_ 3. How opportunities for local community feedback are provided on an ongoing basis 281—IAC 12.8(1)(b)(1)
- \_\_\_\_\_ h. Procedures for curriculum development, implementation, and evaluation which includes content standards and benchmarks in at least reading, mathematics, and science; performance levels; and annual improvement goals aligned with needs assessment data 281—IAC 12.8(1)(c)(1)
- \_\_\_\_\_ i. Policies related to the provision of special education and related services, including
  - \_\_\_\_\_ 1. Provision of a free appropriate public education 281—IAC 41.12(6)(a)
  - \_\_\_\_\_ 2. Provision of special education and related services 281—IAC 41.12(6)(b)
  - \_\_\_\_\_ 3. Provision of special education and related services in the least restrictive environment 281—IAC 41.12(6)(c)
  - \_\_\_\_\_ 4. Protecting the confidentiality of personally identifiable information 281—IAC 41.12(6)(d)
  - \_\_\_\_\_ 5. Graduation requirements for eligible individuals 281—IAC 41.12(6)(e)
  - \_\_\_\_\_ 6. Requirements for administration of medications, including a written medication administration record 281—IAC 41.12(6)(f)
  - \_\_\_\_\_ 7. Special health services 281—IAC 41.12(6)(g), 281—IAC 41.96, and 281—IAC 12.3(7)

4. School calendar

- \_\_\_\_\_ a. Indicates 180 days of instruction 281—IAC 12.1(7)
- \_\_\_\_\_ b. Seniors have 175 days scheduled in the calendar 281—IAC 12.1(7)
- \_\_\_\_\_ c. Meets the minimum 5½ hours per day 281—IAC 12.1(9)

**Note: Inappropriate reasons for not meeting this requirement include:**

- ✓ **Early dismissal before holidays**
- ✓ **Early dismissal the first week of school**
- ✓ **Early dismissal the last day of school**

5. Personnel evaluation criteria and procedures contain **evidence** that:
- ☐ a. The board has adopted evaluation criteria and procedures for all contracted staff.  
*281—IAC 12.3(3), Iowa Code 279.14, and Iowa Code 279.23A*
    - ☐ 1. Teachers
    - ☐ 2. Administrators
  - ☐ b. All contracted staff members are evaluated per local criteria and procedures.  
*281—IAC 12.3(3) and Iowa Code 279.14 and Iowa Code 284.8*
    - ☐ 1. Evidence that performance review for career (non-beginning) teachers:
      - a. occurs at least once every three years
      - b. directly links to the Iowa Teaching Standards and Criteria
      - c. incorporates classroom observations and teachers' individual career development plans
      - d. includes supporting information from multiple sources
    - ☐ 2. Evidence that an option for intensive assistance is provided to teachers identified as not meeting the district's expectations related to the Iowa Teaching Standards and Criteria
  - ☐ c. Some form of evaluation of administrators occurs annually. *281—IAC 12.3(3) and Iowa Code 279.23A*
  - ☐ d. The board has established written job descriptions for all supervisory positions.  
*281—IAC 12.3(3) and Iowa Code 279.23A*
6. Elementary program, grades 1-6. *281—IAC 12.5(3)*  
Documentation (i.e., master schedule) that show(s) the following areas are taught in grades 1-6. **Note: These areas do not have to be separate courses, but they must be taught in each of the grades. The number of minutes dedicated to each area is a local decision.**
- ☐ a. English-language arts
  - ☐ b. Social studies
  - ☐ c. Mathematics
  - ☐ d. Science
  - ☐ e. Health
  - ☐ f. Physical education
  - ☐ g. Music
  - ☐ h. Visual art
7. Junior high program, grades 7 and 8. *281—IAC 12.5(4)*  
Documentation (i.e., master schedule) that show(s) the following areas are taught in grades 7 and 8. **Note: These areas do not have to be separate courses, but they must be taught in each of the grades. The number of minutes dedicated to each area is a local decision.**
- ☐ a. English-language arts
  - ☐ b. Social studies
  - ☐ c. Mathematics
  - ☐ d. Science
  - ☐ e. Health
  - ☐ f. Physical education
  - ☐ g. Music
  - ☐ h. Visual art
  - ☐ i. Family and consumer education
  - ☐ j. Career education
  - ☐ k. Technology education

8. High school program, grades 9-12. 281—IAC 12.5  
Documentation (i.e., master schedule) that show(s) the following units of instruction are taught in grades 9-12. **Note: A unit is a course that is taught for at least 200 minutes per week for 36 weeks or for the equivalent of 120 hours of instruction.**
- \_\_\_\_\_ a. English-language arts, six units 281—IAC 12.5(5)(a)
  - \_\_\_\_\_ b. Social studies, five units 281—IAC 12.5(5)(b)  
**Note: All students in grades 9-12 must, as a condition of graduation, complete a minimum of one-half unit of United States government and one unit of United States history and receive instruction in the government of Iowa.**
  - \_\_\_\_\_ c. Mathematics, six units 281—IAC 12.5(5)(c)  
**Note: This must include four sequential units that are preparatory to postsecondary educational programs.**
  - \_\_\_\_\_ d. Science, five units 281—IAC 12.5(5)(d)  
**Note: Full units of chemistry and physics shall be taught but may be offered in alternate years.**
  - \_\_\_\_\_ e. Health, one unit 281—IAC 12.5(5)(e)
  - \_\_\_\_\_ f. Physical education, one unit 281—IAC 12.5(5)(f)
  - \_\_\_\_\_ g. Fine arts, three units 281—IAC 12.5(5)(g)
  - \_\_\_\_\_ h. Foreign language, four units 281—IAC 12.5(5)(h)  
**Note: The foreign language program shall be a four-unit sequence of uninterrupted study in at least one language. All high schools shall offer and teach the first two units of the sequence. The third and fourth units must be offered. However, the department of education may, on an annual basis, waive the third and fourth unit requirements upon the request of the board. If the school does not have a foreign language waiver and is not teaching the third and/or fourth year of a foreign language, the district does not meet this requirement.**
  - \_\_\_\_\_ i. Vocational education (career and technical education), three units (only one of which may be a core unit) in at least four of the six service areas 281—IAC 12.5(5)(i)
    - \_\_\_\_\_ 1) Agricultural education
    - \_\_\_\_\_ 2) Business and office education
    - \_\_\_\_\_ 3) Health occupations education
    - \_\_\_\_\_ 4) Home economics education
    - \_\_\_\_\_ 5) Industrial education
    - \_\_\_\_\_ 6) Marketing education**Note: If a school district delivers any part of its vocational program through sharing agreement(s) with another district, documentation is required such as:**
    - ✓ **Current student enrollment, disaggregated by gender, for shared program(s). Provide the enrollment for all districts involved even if the enrollment for one district is zero.**
    - ✓ **Course registration guide.**

9. Documents pertaining to vocational education (career and technical education) programs that provide evidence of the following requirements:

\_\_\_\_\_ a. Instruction is competency-based (competencies may be embedded in standards and benchmarks). *IC § 256.11(5)(h), 281—IAC 12.5(5)(i), and 281—IAC 46.7(1)(2)*  
Please provide evidence that indicates either:

- \_\_\_\_\_ 1. The district utilizes the minimum set of competencies developed by the Department of Education or,  
\_\_\_\_\_ 2. The district utilizes locally developed competencies.

***Note: Locally developed competencies must be developed through a structured group interview process, which involves the use of technical committees of incumbent workers within an occupational cluster of a service area. The competencies must relate to the following as specified in 281—IAC 46.7(1): new and emerging technologies, job-seeking, job adaptability, and other employment, self-employment and entrepreneurial skills that reflect current industry standards and labor market needs.***

\_\_\_\_\_ b. Each program offered is articulated with at least one post-secondary institution (i.e., community college or apprenticeship program). *281—IAC 12.5(5)(i) and 281—IAC 46.7(3)*

***Note: The articulation agreement must be dated within the last five years and reflect current program offerings. 28E agreements and/or statewide agreements (when provided by the district) can also fulfill this requirement. Copies of these agreements should be available to the visiting team for review.***

***Statewide agreements exist for the following areas:***

***Nutrition***

***Child Care***

***Accounting***

***Keyboarding I & II***

\_\_\_\_\_ c. An advisory committee/council designed to assist vocational education planning and evaluation composed of public members with emphasis on persons representing business, agriculture, industry, and labor (appointed by the board and meets at least once a year) is in place. *281—IAC 12.5(5)(i)*  
Please provide the following evidence:

\_\_\_\_\_ Committee/council minutes that reflect assistance with vocational education planning and evaluation

\_\_\_\_\_ List of advisory group members and their representation as it relates to vocational educational

***Note: The advisory committee/council could be incorporated into the SIAC (See item 15.b.). If this is done, SIAC minutes must reflect that the agenda(s) included issues related to vocational education.***

10. Documentation that the board of education provides special education programs and services for its resident children that comply with rules of the State Board of Education implementing Iowa Code chapters 256, 256B, 273, and 280. *281—IAC 12.5(9)*

\_\_\_\_\_ a. Letter from the Area Education Agency Special Education Director indicating the district is in compliance.

11. Documents which address the following provisions related to gifted and talented student programming, pursuant to 281—IAC 12.5(12)
- \_\_\_\_\_ a. Valid and systematic procedures, including multiple selection criteria for identifying gifted and talented students from the total student population
  - \_\_\_\_\_ b. Goals and performance measures
  - \_\_\_\_\_ c. A qualitatively differentiated gifted and talented program to meet the students' cognitive and affective needs
  - \_\_\_\_\_ d. Staffing provisions
  - \_\_\_\_\_ e. An in-service design
  - \_\_\_\_\_ f. A budget (including a list of expenditures)
  - \_\_\_\_\_ g. Qualifications required of personnel administering the program
12. Documents which address the following provisions for meeting the needs of at-risk students, pursuant to 281—IAC 12.5(13):
- \_\_\_\_\_ a. Valid and systematic procedures and criteria to identify at-risk students throughout the district's school age population
  - \_\_\_\_\_ b. Determination of appropriate ongoing educational strategies for alternative options education programs
13. Curriculum documents and materials including:
- \_\_\_\_\_ a. Benchmarks for at least reading, mathematics, and science that apply to the grade levels served by the district 281—IAC 12.8(1)(c)(2)
  - \_\_\_\_\_ b. Evidence that the following are incorporated into the educational program pursuant to 281—IAC 12.8(1)(c)(2)
    - \_\_\_\_\_ 1. Global education 281—IAC 12.5(11)
    - \_\_\_\_\_ 2. Career education 281—IAC 12.5(7)
    - \_\_\_\_\_ 3. Multicultural/gender fair approaches 281—IAC 12.5(8)
14. Documentation regarding implementation of the District Career Development Plan
- Note: The following items will be reviewed to ensure connection between current practice and the content approved in the district's CSIP. Documentation for this section might include, but is not limited to, district and/or building plans, action plans, meeting agendas/minutes, professional development calendars, and implementation plans.**
- \_\_\_\_\_ a. Professional development is provided to all instructional staff, aligns with district goals, and is based on student and other needs data (i.e., student and teacher information). 281—IAC 12.7(1), 281—IAC 83.6(2)(a)(1), and 281—IAC 83.6(4)
  - \_\_\_\_\_ b. Professional development is focused on instruction, curriculum, and assessment. 281—IAC 83.6(2)(a)(1)

**Note: The content/strategies being studied must include those identified in the DCDP.**
  - \_\_\_\_\_ c. Professional development includes theory, demonstration, practice, observation, collaboration, and the study of implementation. 281—IAC 83.6(2)(a)(4)
  - \_\_\_\_\_ d. Formative and summative evaluative processes exist. 281—IAC 83.6(2)(a)(5)
  - \_\_\_\_\_ e. Individual Development Plans are in place for each career (non-beginning) teacher that:
    - (1) support the student achievement goals of the district/attendance center,
    - (2) are based on the needs of the teacher,
    - (3) reflect relevant Iowa Teaching Standards and Criteria, and
    - (4) are developed by the teacher in collaboration with the teacher's evaluator. 281—IAC 83.6(1)

- \_\_\_\_\_ f. District approval of the professional development provider containing the following information is kept on file locally: **Note: This item only applies if the professional development provider for the district is someone other than an LEA, AEA, or institution of higher education.**
- (1) How the provider will deliver technical assistance that meets the Iowa professional development standards”
  - (2) How the provider intends to assist the local district in designing, implementing, and evaluating professional development
  - (3) A description of the qualifications of the provider
  - (4) Evidence of the provider’s expertise in professional development.
  - (5) A budget
  - (6) Procedures for evaluating the effectiveness of the technical assistance delivered by the provider 281—IAC 83.6(3)
- \_\_\_\_\_ g. The Board has annually budgeted specified funds to implement the staff development plan. 281—IAC 12.7(2) and 281—IAC 83.6(2)(e)
15. Documentation (e.g., meeting agendas/minutes) regarding the School Improvement Advisory Committee (SIAC) provides evidence of the following:
- \_\_\_\_\_ a. A board appointed SIAC exists. 281—IAC 12.8(1)(a)(2)
- \_\_\_\_\_ b. Membership includes students, parents, teachers, administrators, and representatives from the local community. To the extent possible, committee membership has balanced representation of the following: race, gender, national origin, and disability. 281—IAC 12.2
- Note: If the school district uses the SIAC for other mandated committees (i.e., vocational advisory), the required representation for these committees must be indicated on the SIAC roster.**
- \_\_\_\_\_ c. At least annually, the SIAC makes recommendations to the board with regard to progress achieved with annual improvement goals for the state indicators that address reading, mathematics, and science, progress achieved with other locally determined indicators, and annual improvement goals for the state indicators that address reading, mathematics, and science. 281—IAC 12.8(1)(a)(3)

<b>Other Documents for Site Visit Team- For Reference Only</b>
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- Current Comprehensive School Improvement Plan (CSIP)
- Most recent Annual Progress Report (APR)
- Building-level school improvement plans, if applicable
- Examples or copies of data reviewed by the SIAC in recommending needs, student learning goals, long-term goals, and annual improvement goals
- Student achievement data other than reading, mathematics, and science data, if available
- District content standards, benchmarks, grade level indicators, curriculum maps, etc. for all curricular areas available
- Course handbook/registration guide, if available
- LEA-developed special education delivery system plan, if applicable

### Information or Documents Accessible Only to the Site Visit Team Leader

16. Personnel files for all staff members 281—IAC 12.4(11)
- a. Personnel files for all instructional professional staff (including substitutes) contain the following:
    - \_\_\_\_\_ 1. Original or copies of transcripts
    - \_\_\_\_\_ 2. Original or copies of licenses
    - \_\_\_\_\_ 3. Record of professional growth activities updated annually to reflect all professional growth
  - b. Personnel files for all non-instructional professional staff (e.g., nurse, speech therapist, etc.), as defined in 281—IAC 12.4(2), contain the following:
    - \_\_\_\_\_ 1. Legal license/certificate or statement of professional recognition
17. Employee health files contain the following: 281—IAC 12.4(14)
- \_\_\_\_\_ a. Evidence that at the beginning of employment each employee files a certificate of fitness in the form of a written physical examination conducted by appropriately licensed medical personnel.  
**Note: "Employee" means any person who receives a W-2 at the end of the year.**
18. The system of maintaining permanent student records provides evidence of the following: 281—IAC 12.3(4)
- \_\_\_\_\_ a. Permanent student records are stored in a fire-resistant safe/vault or electronically with a secure backup file.
  - \_\_\_\_\_ b. Permanent records contain attendance information.
  - \_\_\_\_\_ c. Permanent records contain evidence of educational progress.
  - \_\_\_\_\_ d. A record exists of who can or has accessed student permanent records.
19. The system of maintaining cumulative student records provides evidence of the following: 281—IAC 12.3(4)
- \_\_\_\_\_ a. Cumulative records are a continuous and current record of significant information on student progress and growth.
  - \_\_\_\_\_ b. A record exists of who can or has accessed student cumulative records.

### Documentation for Requirements Outside of Chapter 12

20. \_\_\_\_\_ All appointive boards, commissions, committees, and councils of the state established by the Code if not otherwise provided by law shall be gender balanced  
*Iowa Code section 69.16A.*
- Note: This requirement applies to the School Improvement Advisory Committee, Vocational Advisory Committee, and any other committees required by state law.**

### Documents Pertaining to the Education of Homeless Children and Youth

- 21. \_\_\_\_\_ Local policy revisions completed for the education of homeless children  
281—IAC 33.3
- 22. \_\_\_\_\_ Postings in the community 281—IAC 33.3
- 23. \_\_\_\_\_ Identification of homeless children enrolled and not enrolled within the district  
281—IAC 33.3
  - \_\_\_\_\_ a. Adopted definition of homeless
  - \_\_\_\_\_ b. Evidence the adopted definition is communicated in staff, parent, and student documents (e.g., newsletters and handbooks)
- 24. \_\_\_\_\_ Identification of liaison for homeless education and duties as defined in *Title X-No Child Left behind Act of 2001, Section 722 (g)(6)*

### Documents Pertaining to Career and Technical (Vocational) Education

- 25. \_\_\_\_\_ Evidence that required Career and Technical Education student data (e.g., Perkins report) have been reported for all vocational programs, as required by federal legislation *PL105-332, Title I, Sec. 113(b)(2)(A)*

**Note: The district must provide these data for the programs offered in each of the service areas listed in 9i. A district may have multiple programs within a single service area. For example, automotive mechanics and carpentry may be included within Industrial Technology. The district is to provide performance data for each program offered.**

### Documents Pertaining to English Language Learners

- 26. \_\_\_\_\_ Documentation of identification procedures, program placement options, and exit criteria for limited English proficient students. 281—IAC 60.3

### Documents Pertaining to Title IID (if applicable to the district)

- 27. \_\_\_\_\_ A description of how the district will integrate technology (including software and other electronically delivered learning materials) into curricula and instruction, and a timeline for such integration. *Title IID, NCLBA Sec. 2414(b)(7)*
- 28. \_\_\_\_\_ A locally adopted definition of technological literacy. *Title IID, NCLBA Sec. 2414(b)(1)*
- 29. \_\_\_\_\_ An assessment method to measure students' technological literacy by the end of 8<sup>th</sup> grade. *Title IID, NCLBA Sec. 2402(b)(2)(A)*

**Note: The information regarding the district's assessment method should indicate how proficiency is determined (e.g., cut point, percentage correct, etc.).**

- 30. \_\_\_\_\_ The percentage of 8th grade students considered technologically literate (proficient) based on the district's adopted definition and assessment.

### Documents Pertaining to Title IV-A (if applicable to the district)

31. \_\_\_\_\_ A crisis management plan and security procedures for the time when students are at school and on their way to and from school. *Title IV-A, NCLBA Sec. 4114(d)(7)(B) and Title IV-A, NCLBA Sec. 4114(d)(7)(D)*
32. \_\_\_\_\_ A code of conduct policy for all students that clearly delineates the responsibilities of students, teachers, and administrators in maintaining a safe, drug-free school environment. *Title IV-A, NCLBA Sec. 4114(d)(7)(E)*
33. \_\_\_\_\_ Evidence of the mechanisms the district uses to publicly report progress toward attaining its performance measures for its Safe and Drug Free Schools prevention programming. *Title IV-A, NCLBA Sec. 4114(d)(2)(C)*
34. \_\_\_\_\_ Evidence of consultation for planning and implementation of SDFSC activities/programs with teachers and other staff, parents, students, community-based organizations, local government, and others with demonstrated experience and expertise in drug and violence prevention (e.g., medical, mental health, law enforcement personnel). *Title IV-A, NCLBA Sec. 4114(c)*

### Documents Pertaining to Unsafe School Choice Option (Applicable if the district has multiple attendance centers at the elementary, middle school, and/or high school levels)

35. \_\_\_\_\_ A public elementary or secondary district with multiple attendance centers provides notice of the school transfer option that a student attending a persistently dangerous school or who becomes a victim of a violent criminal offense while in or on the school grounds that the student attends, be allowed to attend a safe school within the district. In addition, the documentation shows verification that the victims' parents were notified and whether a transfer was offered, accepted, and completed. *NCLB Part E, Sec. 9532 and Unsafe School Choice Option 218—IAC 11*

### Documents Pertaining to USDA Child Nutrition Programs

36. \_\_\_\_\_ A local school wellness policy for schools under the local educational agency has been established as required under the *2004 Reauthorization of the USDA Child Nutrition Programs*, which includes the following:
  - \_\_\_\_\_ a. Documentation that parents, students, representatives of the school food authority, the school board, school administrators, and the public were involved in the development of the school wellness policy.
  - \_\_\_\_\_ b. Documentation that the board has adopted a wellness policy prior to the start of the first day of the school year beginning after June 30, 2006, and includes goals for:
    - \_\_\_\_\_ 1. nutrition education
    - \_\_\_\_\_ 2. physical activity
    - \_\_\_\_\_ 3. other school-based activities

**Note: The local educational agency determines what goals are appropriate to promote student wellness.**
  - \_\_\_\_\_ c. Documentation that the wellness policy includes guidelines selected by the local educational agency for all foods available on each school campus under the local educational agency during the school day with the objectives of promoting student health and reducing childhood obesity.

- \_\_\_\_\_ d. Documentation that guidelines for reimbursable school meals shall not be less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to subsections (a) and (b) of the section 10 of the Child Nutrition Act (42 U.S.C. 1779) and sections 9(f)(1) and 17(a) of the Richard B. Russell National School Lunch Act (42 U.S.C. 1758(f)(1), 1766(a)), as those regulations and guidance apply to schools.
- \_\_\_\_\_ e. Documentation that the wellness policy establishes a plan for measuring implementation of the local wellness policy.
- \_\_\_\_\_ f. Documentation that the wellness policy includes a designation of one or more person(s) within the local educational agency or at each school, as appropriate, charged with the operational responsibility for ensuring that the school meets the local wellness policy.

### **Additional Documentation Required for Focused Equity Visits**

- 37. \_\_\_\_\_ Nondiscrimination policy: program & employment *Title IX 34CFR 106.9 Section 504 34 CFR 104.8*
- 38. \_\_\_\_\_ Nondiscrimination notification statement: annual notification in newspaper or newsletter that goes to all community folks *Section 504 34 CFR 104.8, Title IX 34 CFR 106.9, OCR Guidelines IV.O and V.C.*
- 39. \_\_\_\_\_ Nondiscrimination notification in major written publications: Parent, student, employee handbooks, Registration handbook, Coaches handbooks, Brochures about the district, Web site, and School newsletters *Section 504 34 CFR 104.8 Title IX 34 CFR 106.9, OCR Guidelines IV.O and V.C.*
- 40. \_\_\_\_\_ Nondiscrimination Grievance Procedure *Title IX 34 CFR 106.8 and Section 504 34 CFR 104.7*
- 41. \_\_\_\_\_ Equal Employment Opportunity/Affirmative Action Plan *Code of Iowa, Chapter 19B.11, 281—IAC Chapter 95, and OCR Guidelines VIII.B.*
- 42. \_\_\_\_\_ Career and Technical Education (CTE) Advisory Council or Committee disaggregated by gender and race *Code of Iowa Chapter 258.9 and Code of Iowa Chapter 69.16A*
- 43. \_\_\_\_\_ Agreement forms for student job placement, work experience and/or work-site based programs *Section 504 34 CFR 104.8, Title IX 34 CFR 106.9, and OCR Guidelines IV.O, VII.A.*
- 44. \_\_\_\_\_ Initial student registration form *Title VI Civil Rights Act and IAC 281-60*
- 45. \_\_\_\_\_ Counseling materials (e.g., career education material and recruitment brochures for CTE programs) *Title IX 34 CFR 106.36, OCR Guidelines V.A., V.B., and Section 504, 34 CFR 104.37*
- 46. \_\_\_\_\_ Employment Application and salary schedules *Title IX, 34 CFR 106.51*
- 47. \_\_\_\_\_ Yearbooks and graduation awards programs *Title IX 34 CFR 106.31, Title VI 100.3, and Section 504 34 CFR 104.4*